

Perceived Benefits of Technology Enhanced Learning by Learners in Uganda: Three Band Benefits

Authors : Kafuko M. Maria, Namisango Fatuma, Byomire Gorretti

Abstract : Mobile learning (m-learning) is steadily growing and has undoubtedly derived benefits to learners and tutors in different learning environments. This paper investigates the variation in benefits derived from enhanced classroom learning through use of m-learning platforms in the context of a developing country owing to the fact that it is still in its initial stages. The study focused on how basic technology-enhanced pedagogic innovation like cell phone-based learning is enhancing classroom learning from the learners' perspective. The paper explicitly indicates the opportunities presented by enhanced learning to a conventional learning environment like a physical classroom. The findings were obtained through a survey of two universities in Uganda in which data was quantitatively collected, analyzed and presented in a three banded diagram depicting the variation in the obtainable benefits. Learners indicated that a smartphone is the most commonly used device. Learners also indicate that straight lectures, student to student plus student to lecturer communication, accessing learning material and assignments are core activities. In a TEL environment support by smartphones, learners indicated that they conveniently achieve the prior activities plus discussions and group work. Learners seemed not attracted to the possibility of using TEL environment to take lectures, as well as make class presentations. The less attractiveness of these two factors may be due to the teacher centered approach commonly applied in the country's education system.

Keywords : technology enhanced learning, m-learning, classroom learning, perceived benefits

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